|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade:11** | | **Course: English III** | | | | | **Unit:2** | |
| **Common Core/Essential**  **Standard #:RL.11-12.4;RI.11-12.5; RI.11-12.8;RI11-12.9;**  **W.11-12.1;SL.11-12.4;**  **L.11-12.1** | | **Description: Building on the themes explored in Unit One, students trace the movement towards revolution and the colonists’ desire to establish a new government. They will analyze the expression of conflict between colonists and the British government, Native Americans, and slaves.** | | | | | **Instructional Days: 21** | |
| **Learning Targets:**  **Identify defining themes in American Literature.**  **Identify and explain the historic and literary significance of America’s founding documents.**  **Analyze how tone is established in persuasive writing.**  **Compare and contrast points of view on related issues** | | | | **Recommended Resources:**  Prentice Hall The American Experience  Selected supplementary texts  Videos  Online sources  Scarlet Letter | | | | |
| **Essential Terminology:**  **Aphorism, deism, federalism, anti-federalism, natural law, salvation, separation of church and state** | | | | **Online (only links specific to this standard):** | | | | |
| **Essential Readings: from…*Poor Richard’s Almanack,***  ***From…The Autobiography***  ***From…The Interesting Narrative of the life of Olaudah Equiano***  **“Speech in the Virginia Convention”**  **“Speech in the Convention”**  **“Letter to Her Daughter from the New White House”**  **From…*Letters from an American Farmer*** | | | | | | | | |
| **Essential Question: How do you establish and defend a point of view in an argument?**  **How is public writing important to this period?**  **How does politics play a role in the development of early national literature?**  **What kinds of themes in literature come out of this period of American History?** | | | | | | | | |
| **Activating Strategy: KWL charts**  **Anticipation guides**  **Post it notes to sort text elements** | | | | | | | | |
| **Suggested Instructional Tasks: Collaboration: Reflect on questions, take notes on responses and note page numbers of textual evidence.**  **Essay; Imagine you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support an original thesis.**  **Debate: Explain whether you agree or disagree with Hester Prynne’s decision to remain in Boston. Support your stance with textual evidence.** | | | | | | | | |
| **Literacy Component:** Reading: Select texts in literature, informational texts that build evaluative and analytical skills. | Writing: Peer editing, argumentative essays and research , narrative, expository and synthesis. | | | | Listening & Speaking: audio Cds, Socratic seminars, Paedeia seminars, student presentations, video clips, reciprocal teaching | | | Language: evaluate for structure and meaning, semantics, peer editing, questioning rhetoric. |
| **Summarizing Strategy: Didatiic journal; GIST; TPEQUA** | | | | | | | | |
| **Support for Differentiation:**  ELL Tiered assignment, grade contracts, rubrics, simplified texts | | | EC: Tiered assignments, grade contracts, rubrics, simplified texts | | | AIG: Contracts, rubrics, tiered assignments, concept chairs. | | |

Sample Formative Assessment (aligned to Learning Target):

Structured Pair work to determine the meaning of words and phrases, including figurative, connotative and technical meanings.

Thumbs up – Thumbs down- statements to check information, findings and supporting evidence.